DOCUMENT RESUME

ED 074 877

FL 004 222

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TITLE

Content Analysis Schedule for Bilingual Education

Programs: Pomona Bilingual Leadership Program.

City Univ. of New York, N.Y. Hunter Coll. Bilingual

Education Applied Research Unit.

SPONS AGENCY

INSTITUTION

Office of Education (DHEW), Washington, D.C. Div. of

Bilingual Education.

PUB CATE

2 Jul 71

NOTE

38p.

EDRS PRICE

MF-\$0.65 HC-\$3.29

DESCRIPTORS

Biculturalism; *Bilingual Education; Bilingualism; Cognitive Development; *Content Analysis; *Curriculum

Design; Educational Finance; English; *Junior High

School Students; Learning Theories; *Mexican

Americans; Program Costs; Self Esteem;

Sociolinguistics; Spanish; Student Grouping:

Tutoring

IDENTIFIERS

Call fornia; Pomona; *Project BEST

ABSTRACT

This content analysis schedule for the Pomona Bilingual Leadership Program of Pomona, California, presents information on the history, funding, and scope of the project. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include information on staff development procedures, program design, operational procedures, community involvement, and advisory committee functions. (SK)

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PROJECT BEST

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Bilingual Education Applied Research Unit N.Y.C. Bilingual Consortium

Pomona, California

Hunter College Division 695 Park Avenue N.Y., N.Y.10021

O DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE UNVERIFIED

| Initial Proposal | |
|---------------------------|----------------------|
| 2nd Year Continuation | |
| 3rd Year Continuation | (on separate C.A.S.) |

Give Dates and Note if Evaluation is included in continuation.

| | lst year | 2nd year | 3rd year |
|--------------------|----------|----------|----------|
| Evaluation design | | E'70 | |
| Interim evaluation | | | |
| Final evaluation | | | |
| Pre-audit | | | |
| Interim audit | | | |
| Final audit | | | |

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Project HEST Bilingual Education Applied Research Unit Hunter College, 695 Park Ave., N.Y., N.Y. 10021

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0.1 Project No. 33

project b.e.s.t. n.y.c. consortium on bilingual education CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS Date 7-2-71 Research Assistant Toby Glick 0.2 Fame of Project Pomona Bilingual Leadership Program 0.3 Address of Project 800 South Garey St. 0.4 Pomona, California 91766 STATE .05 11-Louisiana 21-0klahoma 1-Alaska 12-Maine 22-Oregon 2-Arizona (3)California 13-Massachusetts 23-Pennsylvania 24-Ihode Island 4-Colorado 14-Michigan 5-Connecticut 15-Montana 25-Texas 26-Utah 6-Florida 16-New Hampshire 27-Vermont 7-Guam 17-New Jersey 18-New Moxico 8-Idaho 28-Washington 19-New York 29-Wisconsin 9**≁**Illinois 10-Indiana 30-Other (specify) 20-0hio 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: 1.1 97 97 - (1969) Project No. 2.0 FUNDING (Mark all that apply) 2.1 1-Any PRION funding of BILINGUAL program, if Title VII continues or expands that program O-no prior funding mentioned 2.2 nq 2.2 Year prior funding began 2.3 na 2.3 Prior bilingual program involved: 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 na 2.4 Source of prior bilingual program funding: 1-local 4-university 2-state 5-federal (specify) 6-other (specify) 3-foundation 2.5 (1-CONCURRENT funding of program(s), if cooperating with Title VII program O-no concurrent funding mentioned 2.6 Concurrent program cooperating with Title VII involves: 1-early childhood (pre K : K) 2-elementary students (grades 1-6)

· bilingual education applied research unit

3-secondary students (grades 7-12)

0.4 Pomona, California 91766 STATE .05 1-Alaska 11-Louisiana 21-0hlahoma 2-Arizona 12-Naine 22-Oregon 3-California 13-Nassachusetts 23-Pennsylvania 4-Colorado 14-Michigan 24-Inode Island 5-Connecticut 15-Montana 25-Texas 6-Florida 16-New Hampshire 26-Utah 7-Guam 17-New Jersey 27-Vermont 8-Idaho · 18-New Mexico 28-Washington 9+Illinois -19-New York 29-Wisconsin 10-Indiana 20-Ohio 30-Other (specify) 1.0 PROJECT HISTORY, FUNDING AND SCOPE 1.1 Year Project began under Title VII: see 97 - 1969 Project 07 - 1970 17 - 1971 2.0 FUNDING (Hark all that apply) 2.1 1-Any PAIOR funding of EILINGUAL program, if Title VII continues or expands that program O-no prior funding mentioned 2.2 Year prior funding began 2.3 Prior bilingual program involved: 1-early childhood (Pre K + K) 2.3 <u>na</u> 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 0-not specified 2.4 ha 2.4 Source of prior bilingual program funding: 4-university 5-federal (specify) 2-state 3-foundation 6-other (specify) 2.5 (1)CONCURRENT funding of program(s), if cooperating with Title VII program 0-no concurrent funding mentioned 2.6 Concurrent program cooperating with Title VII involves: 1-early childhood (pre K + K) 2-elementary students (grades 1-6) 3-secondary students (grades 7-12) 4-teachers 0-not specified 2.7 Source of concurrent funding, if cooperating with Title VII program: 1-local 4-federal (specify) 2-state 5-other (specify) 3-university 6-Pounds then surgert 2.8 Total Title VII grant (first year only) Total funds for concurrent program(s) cooperating with Title VII (first year) 3.0 1-If a UNIVERSITY is working with the Title VII program, 3.0 O specify which: 0-none

0.3 Address of Project 800 South Garey St.

```
4.0 SCOPE of PROJECT
                                                                    4.1 2
     4.1 Numbers of schools involved in Title VII program;
                                       0-not specified
                        4-four
                        5-five
         2-two
                        6-other
         3-three
     4.2 Total number of students in program A. First year
                                             D.Second year
                                             C. Third year
     4.3 Grade level of students in program; number of classes per
         grade and total number of students by grouped grade levels
         (by second year)
                                                                      4.3 PSK 0
                                                           Number of
                      Number of
                                                           Classes
                                                Grade
                      Classes
         Grade
                                                7) grade 7 } 6
         PS-PreSchool
                                                8)grade 8
         K-Kndgtn
                   TOTAL NO. students PS and K 9-grade 9
                                                B 197 TOTAL students gr. 7-9
                                                10-grade 10
         1-grade 1
                                                11-grade 11
         2-grade 2
                                                12-grade 12
         3-grade 3
                                                C TOTAL students gr. 10-12
         4-grade 4
         5-grade 5
         6-grade 6
         A TOTAL students gr. 1-6
      4.4 1-All classes graded
          2-All classes ungraded
         3-Some classes ungraded
If ungraded, specify ages or grades grouped together: 7<sup>th</sup> +8<sup>th</sup> grades
 5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
      5.1 Students Dominant and Native language interaction and
          cultural affiliation (Indicate number of students in each
          category and specify cultural affiliation in box)
          (Circle any information which is inferred and write INF.)
                                                                             No.
                     Non-English Dominant - English Dominant 5.0
                                            II E-Dom - NEAT
 1. Total
                    I N-E Dom - NEIT,
                                                                             127 66
                                                                NE dom I
    Non-English
    Mother Tongue
                                                                 E dom
                                                                       II7.
                                                                NEAT
                                            II<sub>2</sub> E-Dom - EMT
 2. Total
    English
                                                                             70 34
                                                                       II_2
                                                                 I-Dom
    Nother-Tongue
```

| | grade and to (by second y | tal number of studer | its by grouped grade | levels | |
|-----------|---------------------------|--|----------------------|---------------------------------------|-------------------|
| | (b) become y | Number of | 7.17 | umber of 4.3 | PSK Ø |
| | Grade | Classes | | lasses | |
| | PS-PreSchool | | (7) grade 7 | 145505 | |
| | n-nnagtn | | Sagrade 8 | · 6 · · · · · | B /97 |
| | PSK TO | TAL NO. students PS | and K C-grade | | C |
| | | | в 197 тота | L students gr. | 7-9 |
| | · · | A . | | | * |
| | 1-grade 1 | No specialist op o sie specialist so | 10-grade 10 | | |
| • | 2-grade 2 | Filher on the control of the control | 11-grade 11 | | |
| ் | 3-grade 3 | en e | 12-grade 12 | | |
| n416 | 4-grade 4 | | C TOTAL | students gr. | 10-12 |
| r | 5-grade 5 | Mink handling radio palanting palanting to the colling | | J | |
| • | 6-grade 6 | | · | | |
| | A TOT | AL students gr. 1-6 | | | |
| | • | | | | |
| 1. 1. | 1-All classes | a man d a d | | | 1 |
| | 2-All classes | s graded | | 4.4 | <u>~</u> |
| | 3-Some classe | e menadod | | | |
| | If uncraded | specify aces on ma | don | 7th, 8t | handas |
| | mibiadoa, | specify ages of gra | des grouped together | FO | grades |
| 5.0 PROCE | | - STUDENTS (Sociol | | | 0 |
| 5.1 | Students Domi | inant and Native lan | guage interaction an | id. | |
| | cultural affi | iliation (Indicate n | unber of students in | r éach | |
| | category and | specify cultural af | filiation in box) | Caon | |
| | (Circle any i | information which is | inferred and write | INF.) | |
| | , and desires | *** | | | * |
| | <u>, I.A</u> | Von-English Dominant | - English Dominant | 5.0 | No. 5 |
| 1. Total | ŧт | N-E Dom - NEIT | | - | |
| Non-En | ngilish i | | | NE dom I | 127 65 |
| Mother | Tongue | • | | N-EAT | Authorite Charact |
| • | | 127 | | | |
| . M | <u> </u> | | | E don | |
| 2. Total | -1- | | II E-Dom - EMT | MENT II] | |
| Englis | | • | | | |
| nother | -Tongue | | 70 | I-Dom TT | 70 34 |
| | | | 70 | I-Dom II ₂ | |
| | T I | otal Hon Thelick | TT D-4 2 D 2 2 | | 70 211 |
| | | otal Mon-English | II Total English | Total E-Dom | 10 2H |
| | L | Oominant: 127 | Dominant: 70 | II= II ₁ · II ₂ | 2 |
| 0 | | | | • | |
| | | | | • | 4 |

| ` | TEX: | Non-English Dominant | English Dominant |
|------|-------------------------------|--|---|
| | | N-E Dom N-EMT | E-Dom N-ENT |
| | Non-English Liother Tongue | Example: a native Spanish speaker who uses Spanish in most contacts though he may know English N-E Dom - ENT | Example: a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others; school, work. E-Dom - E.T. |
| ERIC | English Mother Tongue | Example: (rare) a native English speaking Puerto Lican child, born in New York who returns to Puerto Lico and becomes Spanish dominant | Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Nexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation |

| | 7• | by number and S | nic identifi | cation of targe | et students in pro | page 3 |
|--------------------|----------------------|--|--|--|--|--|
| | | | | | 221 151 (| grau. |
| | • | Indigenous Amer | icans: | Number | Per Cent of | if inferred, |
| | • | A1 Navajo | Ň | | Total Students | check (\checkmark) |
| | | A2 Cherokee | * | A1. | | |
| | • | A3 Other (special | (v) | A2 | ct 13 | |
| | ĭ. | A TOTAL No. of | merican Inde | A3 | · · · · · · · · · · · · · · · · · · · | |
| | | | | | ·-·5 | |
| | | Americans of oth | The second secon | | | |
| | | B1 Nexican-Ameri | can | B1 127 | 66 g | |
| | | Puerto-lican | | B2 | | Transfer at an analysis |
| | | B3 Cuban | | В3 | · · · · · · · · · · · · · · · · · · · | The make an app |
| | | B4 Other Spanish (specify) | -American | | ··· · · · · · · /° | |
| | | B TOTAL No. of | G · · | B/. | c* /* | |
| , | | speaking Amer | opanish- | B 127 | 66 g | |
| | | all constant winer. | cans | : | t was allowed at | to the second of |
| | | C Portuguese-Ame | າວວ່າ ດວາງ | 0 | , | |
| | | ranco-America | n ican | D | , j's | • |
| | , | T Chinese-Americ | າກ ເລເາ | D F | % | Process of the same |
| | | G Eskimo | | e e e e e e e e e e e e e e e e e e e | /s · · · · · · · · · · · · · · · · · · · | · · · · · · · · · · · · · · · · · · · |
| | | H Russian | • | и : | , | And Andrews Control of the Control o |
| | • | J Other | | T | س قاریه رمه به رمه به رو | tot e e e e e e e e e e e e e e e e e e |
| | | T | | | 5 | |
| ı | _ | I TOTAL number of | N-HIT target | , | | |
| : | • | students | | 127 | 16 | |
| | | | , | toman is a second | 66 % | |
| | 5 2 | TO-L | | | | _ |
| : | 9.5 | Ethnic identity of population, if sp | of English m | other tongue at | udonta other is | • |
| į | | population, if sp | pecified, by | number and ner | cent owner than | target |
| | | 11 Black | | | 00110, | |
| | LAPIRA | 21 DIGUN | - a mark | E1 39 | 19 8 | |
| | protito | 12 Abglo | | _ 3 | to the second of | * * • • • • • • • • • • • • • • • • • • |
| | | | Ante la receive | E2 31 | 15 % | |
| | II | TOTAL number of E | 7 im | • | the self-terms. | the state of the state of |
| | | other than target | students | -7 A | — | |
| 1 | | out Re 0 | population | 70 | 3 <u>4</u> 5 | |
| | | | | | • ; | Mind the Company of t |
| (| 5.4 | Students' native : from their domina | language on | :10+h | A Company | |
| 4 | 4 | from their domina | nt language | mother tongue i | f DIFFELENT | |
| | | the state of the state of the state of | (| ecify) | | 5.4 ns |
| | • | Dominant language | Di f | Corry Corre | | |
| | | l~rnglish | و بقويد الله | ferent Native La | anguage Number | Per Cent |
| į. | | 2-Spanish | #/ ** | | | |
| W. | | | | real error on removal and a local distriction of | | to the same of |
| Ė | 5.5 S | Q+112 | | | | |
| 7) D. 2 | ノ•ラ こ | Students' Dominant | Language ar | d Extent of Rea | inonoli- | • |
| | ī | Dominant 7 | | | | |
| | 1 | Dominant language | Numbe | r of Monolinens | Munber of stude | - |
| | | of students in pro | gram Stude | nts | to appropriate | nts Bilingual |
| | | lumber | | | to any extent | |
| ERI | ic " | COURT | 5 not | No. % | not only | |
| Full Text Provided | of by ERIC | | spec. | | not only list spec. comprehen | ening spealing |
| \$3.7 \$3.7 | tata na kata je nati | | egy til sig | or and the property of the contract of the con | -1 Combretten | sion ability |

| B3 Cuban B4 Other Spanish-American (specify) B TOTAL No. or Spanish- speaking Americans | B3 B4. 13 | | 66 \$ | |
|---|---|--------------|--|---------------------------------------|
| C Portuguese-American D Franco-American F Chinese-American G Estimo H Russian J Other | C D F G | | \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ | |
| I TOTAL numbe of N-HIT ta students | rget | 27 | 66 S | • • • • • • • • • • • • • • • • • • • |
| 5.3 Ethnic identity of Engli population, if specified | | | | n tärget |
| PHOE'70 =2 Anglo | E1 3 | | .9 % 15 % | |
| II TOTAL number of MIT stud other than target popula | lents | | .3 <u>.4</u> .% | e got a son |
| 5.4 Students' native language from their dominant language | guage. | | DIFFELENT | 5.4h.S |
| Dominant language 1-English 2-Spanish | an Chapte on Anthon A | | guage Huber | side to actual |
| 5.5 Students' Dominant Langu | age and Ex | tent of Bili | ngualism | |
| Dominant language of students in program | Number of Students | lionolingual | Number of st | udents Bilingual t |
| Number % | not spec. | No. % | not only l spec. compre | istening speaking chension ability % |
| E 70 English 34 American Indian | <u>/</u> | Some | Some | |
| Al Navajo A2 Cherokee A3 Keresan | made and a second | | | |
| Other (spec.) D 127 Spanish 66 C Portuguese | V 8 | some | Some | |
| D French F Chinese G Eskimo H Sussian | | | | |
| Project states that t | he foll | lowing | groups | participated |
| - LL - L | tnglis | h | | |
| ERIC 4-Speaks only E | English | buti | understa | ends Spanish |

5.6 Recruitment of Students: 0 - not specified 1 - English Nother Tongue and Non English Nother Tongue Students are required to participate in the bilingual program 2 - Only N-MIT are required to take program, HIT's participation is voluntary Both EVT and M-EVT participation is voluntary of project (in addition to Students selected according to some criteria of project (in addition to language) 5.7 Proportion of E-lom pupils in project area: see Chart C n.s. not specified on the chart Community Characteristics (mark ally that apply) (% if more than one category, indicate percent for each) 1 inner city-ghetto, barrio 2 - major city 3 - small city, town or suburb nural, farm other (specify) reservation 5.9 A. 50 % 5.9 A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) B. ns B. Average family income, if mentioned n.s._not specified 5.10 **h** S 5.10 Socio-econonomic status of EMT participating students (indicate specific percent of low SES on the blank) n.a. - not applicable (no HIT) 00 - not specified 5.11 20% Proportion of migrant students in project (Indicate specific percent) n.s. - not specified 6.0 SOCIOLINGUISTIC SURVEY Parent, teacher, Student Questionnaires * Project states that a socielingui I for II for H-HAT group Form 5 (1) was made 2 will be made Attached - Parent Questionnaire 6.2 I 1, 2, 3 II 1, 2, 3 6.2 If a sociolinguistic survey was or will be made, mark all groups included: parents children (3) teachers 4. community 5 others

| 5.8 | Community Characteristics (mar: ally that apply) (% if more than one category, indicate percent for each) | 5.8 3 |
|------------------|--|--|
| | 1 - inner city-ghetto, barrio % 2 - major city % | |
| | 3 - small city, town or suburb 9 | |
| | 5 other (specify) reservation | |
| 5.9 | A. Socio-economic status of N-EMT participating students (indicate specific percent of low SES) | 5.9 A. 50% |
| | B. Average family income, if mentioned n.s not specified | B. ns |
| 5.10 | Socio-economic status of MAT participating students (indicate specific percent of low SES on the blank) n.a rot applicable (no EAT) 00 - not specified | 5.10 <u>h</u> S |
| 5.11 | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | 5.11 20% |
| | (Indicate specific percent) n.s not specified | to the street can an enter a few |
| 6.0 SO | CIOLINGUISTIC SURVEY | · • |
| 6.1 | Parent, teacher, Student Questionnair Project states that a sociolinguistic survey: | 6.1 I |
| = ~ _ | I for II for II-IIIT group III group | II |
| Form 5 E 170 | 1) was made 2 will be made | |
| Hached - | U HOL MEULTONED | |
| | If a sociolinguistic survey was or will be made, | 6.2 I 1, 2, 3 II 1, 2, 3 |
| | mark all groups included: I N-EMT II HAT | II . L' _L 2', .3 |
| | parents X X X | |
| | teachers X | |
| | 4 community | |
| | 5 others (specify) | |
| 6.3 | Language dominance of N-MiT groups (check A_parents, B_ chi will be determined by the extent each language is used in di | ldren, C. teachers) |
| | through various means of communication. | |
| * La | e.g. specify extent descriptively: never, sometimes, always auage dominance was not determine | ار المراجعة المراجعة المراجعة المراجعة ال |
| ; wi | the quecuse non-english lang. USE ENGLISH | c O |
| DOMAIN | THE TAXABLE OF THE PARTY OF THE | IG MEADING WAITING |
| 1 Home 2 Chur | The second secon | |
| · 3 Scho | ool | <u>i</u> ************************************ |
| 4 Work | | |
| | dala contra contra de la contra della contra de la contra de la contra de la contra de la contra della contra de la contra della contra | |
| | -TV-radio | 1 |
| 9 Othe | zines,news | |
| | ecify) | de la constanta |
| | | |

* Eval. 170 p62: recommendation that EMT enrollment be voluntary.

ERIC

oup Testing and Research

POMONA UNIFIED SCHOOL DISTRICT

TITLE VII PARENT QUESTIONNAIRE

This information is required for our State and Federal government year-end evaluation report. It will also be used in improving our Title VII Program.

| | this year? yes no |
|---|--|
| | How has your child's attitud deschool changed? |
| | |
| | Please check any school activities you have been involved in this year |
| | Advisory Committee Field Trips Classroom Program |
| | PTA Sports Dances |
| | Helping Mother Open House Others (explain |
| | |
| | How does your school help you become involved in school activities? |
| | |
| | |
| | How could the school help you become more involved? |
| | HOW COULD DIE DONOT HOLP I |
| | |
| | How have instructional aides helped your child? |
| | |
| | |
| | How have the liaison people helped you? |
| | |
| - | Do you think this program should be continued |
| | next year? |
| | yes no |
| | Please check those activities you know your child has been involved |
| | because of this program: |
| | |
| | Sports Field Trips |
| | |
| | Special Programs Plays and Drama Running for School Office Classroom Officer |

| | | | ית | age 5 - 7 |
|-----|-----------|--|---|--------------|
| · | 6.4 | If not included in survey, how was student's determined? | | |
| | | 1-inferred se of a name 2-established by formal testing of students 3-assessed by informal means (specify how) 4-not mentioned how language dominance was determined | X . X | p41-42 |
| | 6.5 | Sociolinguistic Survey includes: (check all An analysis to determine if an interlangua in the community, (e.g., a mixture of two which serves as a single system of communia group of people). 1-yes 0-no | age exists languages | 6.5 |
| | | Sociolinguistic survey includes itoms cov | ering: | |
| | 6.6 | N-ENT parents' attitudes toward maintenand N-ENT in particular domains of use or compto English | | 6.6 O |
| . • | | 1-yes 0-no | | |
| | 6.7 | ETT parents attitudes toward their child of the N-ETT language 1-yes 0-no | ren's learning | 6.7 <u> </u> |
| For | 6.8 m# | Children's own attitudes regarding the set they are learning and the speakers of that | t language | 6.8 |
| ピソ | | 1-yes Student Attitude Quest 0-no includes questions ab speakers per se son If not included in survey how were parents | tionnaire bout the mexican-Ameri al and/or and Blace | can, white |
| | - · · | community attitudes toward N-EIT maintenant determined? 1-will not be assessed | nce | |
| | | 2-will be assessed, method not specified 3-has been or will be assessed by method of sociolinguistic survey (specify how) | other than | |
| * e | | | | |

6.10 1-After sociolinguistic survey is made, how does it influence program? (specify) (e.g. transfer or maintenance instructional programs) Brought about Certain Changes in 0-not mentioned

E 170

0-not mentioned

| | | | of people). | | COMMITTING OF C | 721 _ 1 O 1 | |
|------------|---------------------------|---|---|--|---|--|---|
| - | | 1-yes 0-no | | | | | |
| | | Jocielin | wistic survey | includes it | mus covering | : | |
| - | 6.6 | | ents" attitude perticular dom | | | | 6.6 O |
| | 6.7 | | ts' attitudes | toward their | children's | learning | 6.7 O |
| For E'7 | 6.8 ·m #21 O 6.9 | 1-yes St 0-no in If not in community | s own attitude learning and tudent Atcludes cakers cluded in survent attitudes to | the speakers titude a tuestion yer se yey how were | of that languages, uestions about next parental and | guage haire | 6.8 1 in white |
| 344 | | 2-will be 3-has bee | d? t be assessed assessed, met n or will be a nguistic surve | s s essed by m | ethod other | than | |
| 7 | * O - | program? | · Cpo | about | r maintenanc | e instructions | 6.10 1 in proje |
| | 7.1 Lii | ngui s tic b ndicate no | ackground of p n-Engli s h lang | roject teach uage in each | ers, by numb box) | er in each ca | tegory: |
| | S | Nother t | dominance not ongue not spec ified whether | ified | or bilingual | specified. | ormation is no cross out that complete the chart) |
| | | N E Dom. NEMT E Dom EMT E Dom | A-Nonolingual N= N= | B-Biling N= N= | ual | 7.1 I A I B II A II B | No. 5 |
| | II] | - NEMT | N= | N _m | es to general and make the colorest | II _{1 A} II _{1 B} | Security Security |
| | | A | Total Number | B Total Nu Bilingua | | A B N | <u>3</u> <u>10</u> 0 |
| | | | | al Mumber of Teachers | | | · · · · · · · · · · · · · · · · · · · |

| 7.2 Linguistic backg | round of project aid | les or paraprofess | ionals, by number | er: |
|----------------------|--|------------------------------------|-------------------------|-------------|
| (indicate non-En | glish language in ea | ich box) | | _ |
| | minance not specifie | ed | (If any informat | tion is no |
| 2Mother tong | ue not specified | • | specified, cros | |
| Not specifi | ed whether monolingu | al or bilingual | heading and com | plete the |
| | | | rest of the cha | irt) |
| | A Monolingual | B Bilingual | | |
| | | | 7.2 N | Vo. % |
| I N-E Dom | | | IA | |
| N-EMT | | | ΙB | |
| | | | II A | |
| II E Dom | | _ 1 | II B | |
| EMT | | | II_A | |
| • | | | II'B | |
| II E Dom | | | 1 A | 6 |
| 1 N_EMT | | | В. | 3 700 |
| | | | N . | 3 |
| | | N Total Number | | |
| A Total Number | B Total Number | of aides or | | |
| Monolingual | Bilingual | paraprofession | nals | |
| <u> </u> | 3 | 3 | | |
| | | | | . ^ |
| 7.3 Language(s) used | by bilingual progra | n toachers: | 7.3 | 3 2 |
| (Mark all that a | pply) | | , : | |
| | | | * | |
| 1-Bilingual teach | hers teach in only o | ne language | | |
| 4 7.7. | | | | |
| la-Bilingu | al teachers who teac | h in only one lan | guage teach in t | heir |
| dominan | t language, whether | that is their nat | ive or second la | nguage. |
| / 5 | | | | |
| Bilingu | al teachers who teac | h in only one lang | guage teach in t | heir |
| | Language: | | | |
| 11 | o-only if native lan | guage is also the: | ir dominant lang | uage |
| 10 | c-even if native lan | guage is <u>not</u> the i : | r dominant langu | age |
| 1. | -0-not specified | | | |
| 0 Dilinon 1 + 1 | | | | |
| z-bilingual teach | ners teach in both t | heir native and se | econd language, | |
| regardless of wi | nich is their <u>domina</u> | nt language. | | |
| 0.7() | | | | |
| U-ranguage(s)used | l by teachers not sp | ecified | • . | |
| B / T / \ | | * * | | |
| 7.4 Language(s) used | by bilingual program | n cidos or parapro | ofessionals: 7.4 | <u>~</u> |
| (Mark all that ag | ply) | | | |
| 4 70-70 | | | | |
| 1-Bilingual aides | s instruct in only or | ne language | | |
| la-Bilingual ai | des who instruct in | only one language | e teach in | |
| their domina | int language, whether | r or not it is the | eir native langu | age. |
| ullingual cides | ant language, whether who instruct in on | ly one lang. teach | h in their <u>nativ</u> | e lang.: |
| ID-OUTA IT INCO | ivo lenguada is also | | | |
| TC-∪von if nati | TO TOUTOUT TO SET DO | their dominant la | .:1@Ue`0 | |
| 1-0 not specifi | ive language is not | their dominant la | .:1@Ue`0 | |

2-Bilingual aides instruct in both their native and second language, regardless of which is their dominant language.

| | II E Dom EMT | | | II A II B II,A | | |
|---|---|--|--|---|-------------------|--------------|
| | II E Dom 1 N-EIT | | | II'B 1 | A 0 B 3 N 3 | <u></u> |
| | A Total Number B Monolingual | Total Number Bilingual | N Total Number of aides or paraprofessio | • | | |
| | 7.3 Language(s) used b (Mark all that app | y bilingual progra ly) | n toachers: | . \ | 7.3 | 2_ |
| | 1-Bilingual teache | rs teach in only o | one language | | | |
| | | teachers who teac language, whether | | | | |
| | <u>native</u> la 1b- 1c- | teachers who teachers who teachers who teachers only if native landers are specified | guage is also the | ir dominant l | language | |
| | 2-Bilingual teacher regardless of whi | rs teach in both t ch is their <u>domina</u> | heir native and s | econd langua | ge, | |
| | 0-language(s)u se d | by teachers not sp | ecified | | | |
| .* | 7.4 Language(s) used b (Mark all that app | y bilingual progra ly) | n sidos or parapr | ofessichefs | 7.4 | 2 |
| | their <u>dominan</u> tilingual aides 1b-only if nativ 1c-over if nativ 1-0 not specifie 2-Bilingual aides | es who instruct in the language, whether who instruct in or a language is also a language is not d | only one languager or not it is the aly one lang. teace their dominant latheir dominant latheir native and s | eir native la h in their <u>n</u> Liguige nguage | | ng .: |
| | 0-language(s) used | | | cified | | |
| · · · · · · | 7.5 Cultural affiliation number and percent | on of teachers, ai | des, project dire | ctor and eval | luators l | <u>oy</u> |
| , | A. Teachers No. % | 3. Aides No. % | C. Proj. Directo: | r D. Evaluat | tor(s)No | . % |
| ٠. ــــــــــــــــــــــــــــــــــــ | M-A 3 100 | MA 3 100 | NS | <u>N:</u> | <u> </u> | |
| | ferred from | | | | | |
| | iu <u>rnam</u> ec | | | <u> </u> | | - |
| t' | 70 | | | | | - |



Selection of N-MIT teachers from local community 0-not specified 7.6 No. 5 Number of N-HIT program teachers from local community and % of total N-HiT teachers. Number and Proportion of teachers and aides of same 7.7 cultural background as N-MIT students: indicate specific percent on the blank, or if specified descriptively, 1-few A = teachers 2-some B = aides 3-many 4-most 5-more than half 0-not specified 7.8 Teacher Qualifications - Training and experience prior to project no.'s (Indicate number of teachers with each qualification, 7.8 17, 20, 24, 26 if given) n.s.-qualifications not spcified O-previous courses not specified 1. teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-inglish language through which (s)he will instruct 2. teacher must meet a specified level of communicative competence in the nom-English language determined by a structured interviewflyency 3. previous teaching through M-MIT (in country where it is a native nativelanguage, in Peace Corps) petence 4. previous teaching in local arealive in the commity 5. courses in M-FHT language structure and usage linguistics or FL training 6. courses in N-E literature or literacy in Spanish 7. must be bilingual 8. any previous education through 1-1117/content of courses learned through 9. courses in te shing ESL/audio lingual approach 10. courses in methods of teaching THT language/language development 11. courses in methods of teaching content (e.g. math) in N-HIT 12. certification in ESL/or experience teaching ESL 13. certification in teaching N-ET 14. ____cross cultural courses 15. courses in the cultural heritage, values, deep culture of N-EMT or 24 additional course work in remedial teaching and lang-dev. 26-familiarity and respect for scultures for Hexico, Latin Am. + 16. __other qualifications, specify - license required - experience with bilingu ! 20 -experience de 8.0 STAFF DEVELOPMENT O-No staff training mentioned 8.1 The project is offering training for teachers A. For B. For Paraand for paraprofessionals in the following areas: Teachers professionals (mark all that apply)

n.s.-Training indicated, but nature get specified

2-The paching of English as a second language

3-X as their second language

ERIC 2 The Tracking as their second language

3-many 4-most 5-more than half 0-not specified

| | 7.8 | Teacher Qualifications - Training and experience prior to project no.'s (Indicate number of teachers with each qualification, 7.8 17, 20, 24, 26 # NS if given) |
|------------|---------|---|
| | | n.squalifications not spcified |
| | | O-previous courses not specified |
| | | teacher must meet a specified level of language proficiency on a standardized proficiency test of the non-English language through which (s)he will instruct |
| | | 2. teacher must meet a specified level of communicative competence in |
| | | the non-English language determined by a structured interview/fluency 3. previous teaching through N-EMT (in country where it is a native native like |
| | | language, in Peace Corps) 4. previous teaching in local area/live in the community petence |
| | • • | 5. courses in N-EHT language structure and usage linguistics or FL training courses in N-E literature or literacy in Spanish |
| | | 7. must be bilingual 8. any previous education through N-E-T/content of courses learned through |
| | | 9. courses in teaching ESL/audio lingual approach |
| | | 10. courses in methods of teaching N-HiT language/language development 11. courses in methods of teaching content (e.g. math)in N-HIT |
| • | | 12. certification in ESL/or experience teaching ESL 13. certification in teaching N-MIT |
| | | 14. cross cultural courses |
| | * | 15. courses in the cultural heritage, values, deep culture of N-MT or |
| | | 16. other qualifications, specify 17license required 24 additional course work in |
| | | 20 - experience with bilingual 20 familiarity and respect for |
| 8 . | O STA | 24 _ additional course work in 20 _ experience with bilingual 26 familiarity and respect for 8.1 A 8 |
| | | O-No staff training mentioned B B Curop |
| | 8.1 | The project is offering training for teachers A. For B. For Pcra- |
| | | and /or paraprofessionals in the following areas: Teachers professionals (mark all that apply) |
| | n.s | -Training indicated, but nature not specified |
| | I-Eng | dish as their second language |
| | 3-X 8 | e teaching of English as a second language |
| • | 4-1116 | teaching of X as a second language |
| | 5-liet | hods of teaching other academic subjects |
| | in | chods of teaching other academic subjects X language |
| | 8- Te | Recognizing problems recounseling) I 1,710,9,17 |
| | | Stated goals of teacher training are: 8.2 III, 7,10, 9,17 Students |
| | | lerstanding of socio-cultural values and practices or |
| | | oss-cultural training |
| | Li-fara | nsitivity to ethnocentricism and linguistic snobbery areness of the social-emotional development of |
| | 5-Str | rategies for accomodating the different learning |
| | | rategies for cognitive development of |
| ** | 7-Str | rategies for reinforcing the self-esteem of |
| | 8-Met | hods of cross-cultural teaching or teaching the |
| | | tural component |
| | 10-Me | thods of evaluation of pupil performance objectives |
| EDIC | . I | list specific courses if given (or Xerox and attach) |
| EKU(| | Development of multi-media |
| | | materials for bilingual project |

5.3.1 Pre-service

Staff pre-service orientation will be conducted two weeks prior to the fall, seester. This train go will provide project staff, district staff, and administrative personnel with the functional knowledge necessary to implement the pilingual program in the participating junior high schools. The major topics to be included in the pre-service component are:

Techniques for implementing a behaviorally oriented instructional program

Techniques for conducting parent conferences

Techniques for recognizing student problems and counseling students

On-going assessment of student performance

Development and utilization of multi-media materials

Parental and community involvement

Student motivation, reinforcement, and self-concept development.

5.3.2 In-service

Beginning in September and lasting throughout the school year, in-service training will be held for project instructional staff and other district and non-public school personnel. This inservice not only will include special training by curriculum specialists but will also include visitations to other bilingual projects having similar programs so that alternate approaches to instruction can be viewed in actual practice.

The in-service sessions primarily will be concerned with developing the leadership capabilities of the target children within the operational framework of a dynamic bilingual/bicultural learning environment. In addition, materials assessment, selection, and development and/or adaptation will constitute an on-going process for the instructional staff. The student program will be continuously monitored to provide them with the most relevant programs of socio-cultural and educational experiences possible.

| | ••• | | | pag | e 8 |
|--|--|---|---|--------------------------------|-----------|
| 8.3 | Methods of Teacher Training: | (Mark all tha | t apply) | 8.3 | |
| 2 3 4 5 6 7 12 8.4 | -courses -experiential, teaching supervi- workshops where teachers offer use of video-tapes of teachers -cross-cultural sensitivity tra- interaction analysis (e.g. Fla- other (specify) - lectures by qualified courses by | suggestions to sfor feedback of sining, t-group anders system) to now to teachers as 1-yes 0- no | on each other on how they are in different and paraproffes of mentioned | -ent fiel ion- 8.4 <u>t</u> | |
| 8.5 | Project provides for par profetoward eventual certification How? (specify) | essionals to re : 1-yes 0-not | ceive course comentioned | redit 8.5 | <u> </u> |
| 8.6 | Paraprofessional's role: | | | 8.6 <u>2</u> | 3,5 |
| 2 3 4 | -teaching whole class -teaching small groups -tutoring individually -clerical -contributing to bisultural contributing to bisultural contributions with parents cultural | omponent derstand u | inique as | pects of | Spanist |
| 8.7 | Training for project teachers (mark all that apply) -not specified -University faculty | and paraprofes A for teachers | ssionals is giv | en by: 8.7 A | 9 |
| | -bilingual -bicultural 3-N-EM (specify background) \$ | is likely ome are | bilingual | /bicultu | iral N-EM |
| 8.9 | Training is provided: -during a summer session -during the academic year -other (specify) | | | | |
| A · | O Extent of training: -approximately equivalent to a college course -more than one course -less than one course -other (specify) | 5 | e no. of hours) weekly monthly bi-monthly | 8.10 Å 6.7 | 3 zwks |

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| 8.5 Project provides for paraprofessionals to receive course cree toward eventual certification: 1-yes 0-not mentioned | dit 8.5 O |
|--|--|
| How? (specify) | |
| 8.6 Paraprofessional's role: | 8.6 2,3,5 |
| 1-teaching whole class | |
| 2-teaching small groups | |
| 3-tutoring individually | |
| 4-clerical | |
| 5-contributing to bigultural component | 1 |
| how? helps teacher understand unique aspe | in spanish |
| how? helps teacher understand unique aspendiaison with parents culture, community, et | V |
| 8.7 Training for project teachers and percentage or airon | hr. 9 7 A Q |
| 8.7 Training for project teachers and paraprofessionals is given (mark all that apply) A for teachers B for aides | DV: 0, 7 A |
| | D |
| O-not specified | |
| 1-University faculty | |
| 2-project's Master Teachers | |
| 3-project's teachers | 4 |
| 4-other (specify) | |
| 9- Qualified consultants | no. % |
| 8.8 Number and Proportion of personnel giving teacher training w | ho 8.81 ha = |
| are: | T. "27/15 |
| 1-hilingual PO9C'10 lists names of consultar | UL2 3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
| 2 high three? It is likely that | مستنده مستنيات |
| 2-DICULTUTAL 2 M FEM (| hicultural N-E |
| 9-Qualified consultants 8.8 Number and Proportion of personnel giving teacher training what are: 1-bilingual 2-bicultural 3-N-HIT (specify background) some are bilingual/ 8.9 Training is provided: 1 during a summer possion | 01001100100 |
| | |
| 8.9 Training is provided: | 8.9 1, 2 |
| 1-during a summer session | 6) Lates of the Angelon State of States of the Angelon States of t |
| 2-during the academic year | |
| 3-other (specify) | |
| | |
| 8.10 Extent of training: | 3.10 |
| B (indicate no. of hours) | 8.10 A. 3 6 |
| | 6 |
| The state of the s | 7 |
| college course 6 monthly | (l |
| 2-more than one course 7 bi-monthly | C-ZWKS |
| less than one course | <u> </u> |
| 4-other (specify) | |
| The same and and filter than the state of the same and th | no. %_ |
| 8.11 Number and Proportion of teachers attending training: | 8.11 /\S |
| or: if specified descriptively, indica- | |
| 0-not specified 6-most | |
| | |
| | • |
| 2-more than 75% 8-few | |
| 3-50-74% 9-other (specify) | ◀ |
| 4-25-50% | ~ |
| 5-1 - 24% | an approxima |
| | |
| 9.0 TEACHERS' ATTITUDES | • |
| × | · <u>-</u> |
| Q 1 Teachers lattitudes are assessed. (Marie 277 that and 27 | 。。 - フ・・・ |
| 9.1 Teachers'attitudes are assessed: (Mark all that apply) | 9.1 |
| 0-not mentioned | |
| 1-to N-EMT language or dialect | |
| 2-to N-EMT students - expectations of achievement | Form # 7 |
| 3-to N-Thir culture | |
| . The contraction of the contraction $oldsymbol{\ell}$ | to condix to F |
| 4-prior to participation in bilingual project | tppendix to E attached) |
| 5-after project training | |
| 6-after participation for a namical of time to the time | attached) |
| 6-after participation for a period of time in project | |
| 77 +hannanda a mar da | |
| 7-through a questionnaire | |
| | · · |
| C 8-other (specify) | |

1-yes 0- not mentioned

3.0 BILINGUAL PROGRAM DESIGN

The bilingual-bicultural program designed in this second year renewal proposal will be implemented at the junior high school levels in prescribed schools of the Pomona Unified School District. This second year of project implementation is firmly based upon successes and necessary adjustments in program design as implemented during the initial year of project operation.

Principle criteria for the formulation of the bilingual-bicultural program to be implemented under the terms of this proposal include provisions for instruction of a bilingual-bicultural character through the utilization of the vehicles of leadership, speech and drama, social skills, and an adjusted instructional program in the language arts fields. In this manner, participating students will acquire bilingual and bicultural skills through the application of these learnings in prescribed subject fields within the curriculum of the schools.

Instructional assistance will be focused upon a designated target population, which will include students having only an oral facility in the Spanish language, those with an oral facility in Spanish and English, pupils with language skills in both English and Spanish, but who have restricted literate capabilities in the use of these languages. Precise instructional procedures relative to program application will be provided in that section of this proposal describing program procedures.

Particular stress will be placed upon instruction in bicultural social skills, social studies, and the development of cultural heritage relative to each prominant ethnic culture. As will be noted in that seciton of this proposal pertaining to staff objectives, attention shall be given to the



formulation of instructional guides and courses of study which will strengthen provisions for a smooth transition into the utilization of both Spanish and English languages as constant communications media applied in the learning processes.

The implementation of this bilingual-bicultural program shall be during a three-period time block during the regular school day with scheduling adjustments to allow the participating students to maintain enrollment in the regularly prescribed programs of the junior high schools during the remaining portions of the day and during scheduled "extracurricular" activities which have a school based purpose.

Throughout the demonstration of this proposal program, opportunities will be included for increased student interaction, both in formal instruction periods and through participation in the informal "extra-curricular" activities of the school.



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| | | • |
|---|--|--|
| 10.1 Staff patterns: (mark all that apply) | 10.2 Staff: | 10.1 |
| U-not specified | 1-bilingual teacher | 10.1 |
| 1-tean teaching 2-cluster teaching | 2-ESL teacher | 10.2 2, 3, 4,8 |
| 3-shared resource teacher | 3-bilingual coordinator | · · · · · |
| 4-other (specify) | 4-aides or paraprofession 5-consultant psychothera | |
| The substitute is a state of a state of the substitute of a state of the substitute | or guidance counselor | - |
| | 6-other (specify) 6- community re | والمراجع والم والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراج |
| 10.3 Average number of pupils per class: | 5 - community re | Janons alde |
| 0-not specified | | 10.3 30 |
| - · · · · · · · · · · · · · · · · · · · | | |
| 10.4 Average number of aides or paraprofes | sionals per class: | 10.4 |
| O-not specified | | |
| 10.5 Average number of N-FMT or bilingual | nidos (on nom | 10.5 |
| professionals) per clas: | tues for para- | 10.5 |
| 0-not specified | | |
| | | |
| 10.6 Special aide to pupils having most dis | ficulty in learning | 10.6 12,3,5 |
| is given: 1-individually by: 3-teacher | | |
| 2-in small groups 4-special remed | dial tanahar | |
| 0-not specified 5-paraprofession | | |
| 6-parent tutor | | • |
| 7-older student | t tutor | |
| 8-peer tutor | | • |
| 9-not specified | | |
| 10-no special l | elp given | • |
| 11.0 INSTRUCTIONAL COMPONENT - DURATION AND | EXTERT OF BILINGHAL COMPO | OM#Nun- |
| | | OIVERVE. |
| 11.1 Duration of Bilingual Education (police | ey) I II | II, |
| N. HAT language will be maintain I to | | |
| M-MT language will be maintained in prog | | E DOL |
| 0-not specified how long | NEMT EMT | NEMT |
| 1-as the alternative language of learning | | |
| for as long as desired | S Sales (Spring | TE change of the control of the cont |
| 2-as the medium of instruction for specia | 1 X X | - • · · • · • · · |
| subject matter (e.g. cultural heritage) | | <i>f</i> |
| 3-only for the length of time necessary f the acquisition of sufficient English t | Or | |
| permit learning of academic content at | an | 11.1 I 2 |
| acceptable level in English | | 11.1 I |
| | | II ₁ ha |
| 11 2 Horr many rooms do a servicio | | |
| 11.2 How many years does project state is of for N-HiT group through N-HIT language | ptimal for instruction | 11.2 h S |
| - 31 1. Tanguage | LO CONTINUE? | |

0-not mentioned if for a particular number

| 0-not specified | TP Jet Crabs | | | 10.5 . CO | |
|---|--|------------------------|------------|---------------------------|---------------|
| 10.4 Average number of side 0-not specified | s or paraprofessiona | ls per cla | ass: | 10.4 | |
| 10.5 <u>Average number of N-Fil</u> professionals) per cla 0-not specified | T or bilingual aides | (or para | - | 10.5 | 1 |
| 2-in small groups | 3-teacher 4-special remedial 5-paraprofessional 6-parent tutor 7-older student tut 8-peer tutor 9-not specified 10-no special help | teacher or given | | 10.6 1, 2, | <u>3</u> , 4 |
| 11.1 Duration of Bilingual | | | II | II, | |
| N-EMT language will be ma (mark all that apply) O-not specified how long 1-as the alternative lang for as long as desired 2-as the medium of instru- subject matter (e.g. cu 3-only for the length of the acquisition of suff permit learning of acade acceptable level in Eng | intained in program: uage of learning ction for special ltural heritage) time necessary for icient English to emic content at an | | EMT | E DOLL NEMT | <u>.</u> |
| 11.2 How many years does profor M-ET group through | oject state is optim h N-HIT language to | al for ins | truction | 11.2 h | 5 |
| O-not mentioned if for a particular number 1 2 3 4 5 6 7 8 9 | r of years: 10 11 12 13 | | | 4. | |
| (if specified in terms of e.g. "if a child begins I N-HIT instruction should | learning in N-EMT and | d English | in Pre-K, | 2.4 | |
| 11 - 12 = | | , | | | |
| Duration of Bilingual Educat | tion (in practice) (I | fark all t | hat apply) | | |
| 11.3 Second language learning code: C= N.A. (if no I | 亚田) = 1/=: | | | 11.3 I . 7 | ~-· |
| for each group N.A. Pre I N-E DOM II E DOM II DOM/NEMT | e-K K 1 2 3 4 | 5 6 7 | 8 9 10 | II ₁ n. | & |
| | | | | | |

Question (9.0)

BILINGUAL LEADERSHIP PROGRAM Pomona Unified School District

| | • | | • | | | |
|-------------------|--------------------------------------|--|--------------------------------|--------------------------------------|---|---------------------------|
| | | | | | Name - | Optional |
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| pur and war | rpose of the lattitudes of the progr | questionnai of the peopl am. A furth | ire is to pro Le most intim | vide informately involus to enhance | n is optional, ation as to the ved in the properture the opporture. | ne opinions ogram, to- |
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| 1. | Varia maada | 4 | | • | | • |
| . | Your posit | ton: | | | | |
| ٠,٠. | . A. | Administra | ator | • • | | |
| | | | | | | |
| | В | Classromm | Teacher (Ind | icate grade | level) | |
| | C | Tretmietie | onal Aide (In | diasta (mad | a levell | |
| ٠. | | , liberacer | nier wide (11) | arcace Prac | e Tevet) | |
| | D | County Cor | nsultant | | | |
| | = | | | •. • | | |
| : | E | Parent | | | | |
| | • | | • | | | |
| DIF | WECTIONS: I | ndicate your | r judgment re | garding the | effectiveness | of the |
| • • | | | NDERSHIP PROG | RAM by circ. | ling one respo | onse per |
| | 1 | tem. | • | | | |
| • | | | | · P | lease Circle | One |
| • | | | • | _ | | . |
| 2. | | ent of incre | | (low) | (medium) | (high) |
| | | d administra | | 1 2 | 3 4 | 5 6 |
| | as a result | t of the pro | ogram. | <i>t</i> . | | • |
| 3. | Your judgm | ent of teach | ner accep- | (low) | (medium) | (high) |
| • | | | jectives of | | 3 4 | 5 6 |
| .• , | the program | m. | : | • | • | |
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| 4. | | ent of coope | ween school | (low) 1 2 | (meatum) | (high) |
| | | | a result of | | | |
| | the program | | | | | |
| | | | | | | |
| 5. | | ent of admir | | (low) | (medium) | (high) |
| 4. | the program | | objectives of | 1 2 | 3 4 | 5 6 |

| 6. | Your judgment of the program's effectiveness in broadening the children's personal, cultural, and educational horizons. | (low) l 2 | (medium) 3 4 | (high) 5 6 |
|-----|---|--------------|-----------------|---------------|
| 7. | Your judgment of the program's success in developing reading skills designed to offset bilingual economic, and cultural disadvantages. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |
| 8. | Your judgment of the program's success in developing language skills designed to offset bilingual, reconomic, and cultural disadvantages. | (low) l 2 | (medium) 3 4 | (high) 5 6 |
| 9• | Your judgment of the community's receptiveness to the objectives of the program. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |
| 10. | Your judgment of the teacher's effective use of Instructional . Aides. | (low) l 2 | (medium) 3 4 | (high) 5 6 |
| ıı. | Your judgment of the teacher's increased flexibility and willingness to experiment with new ideas, equipment, and materials. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |
| 12. | Your judgment of the adequacy of local news coverage of the program. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |
| 13. | Your judgment of parent acceptance regarding objectives of the program. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |
| 14. | Your judgment of parent partici- pation regarding objectives of the program. | (low) 1 2 | (medium) 3 4 | (high) 5 6 |

COMMENTS:

| A The current project will be let of to a future Filimpual Program at the incirated grade level. (indicate specific rade) Of Int rades code: (if no ETT) posified 1-3 4-6 7-9 10-12 13-college training II 3-D3 - ET III 2-D01/MENT code: 13-College or University (Other professional training) 1.5 Second language learning for Emplish dominant students is projected through grade: | | | | page 10 |
|--|--|--|--|---|
| Program at the inclinate grades event; (includes special and code: (if no Introcessified 1-3 4-6 7-9 10-1213-college training II 3-2001 | | | o a future Bilingual | |
| code: (if no LT) posified 1-3 4-6 7-9 10-1213-college Training 1 3-2 DON 11 3-DON/MENT code: 13-College or Universal (Other professional training) 11.4 I NS 14-Federal, State, or Frivate Vocational Job training II 1.5 Second language learning for Emplish dominant students is II. II. projected through grade: O if G not grades code: no ENT specified 1 2 3 4 5 6 7 8 9 10 11 12 Professional in their native language for Mon-English dominant students is projected through grade: C-not specified/crade 1 2 3 4 5 6 7 8 9 10 11 12 1.7 The amount of instructional time in and through their native language per lay for M-ENT students who are N-E dominant is: code: C-not specified n-math s = science ss = social studies 11.7 11.8 11.9 11 | 4 The current project | ated made level | : (indicate specific | crade) |
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5.0 OPERATIONAL PROCEDURES

The operational procedures developed and described in this chapter of the proposal shall be used to provide guidance for the structural implementation of the Bilingual Leadership Program.

5.1 OPERATIONAL PROCEDURES:

To adequately implement the instructional program included in chapter 3.0 of this proposal, students in the target population will be divided into four learning groups. These groups include one to two groups each of the following categorical descriptions at grades seven and eight.

Group A Students who are bilingual, literate in both Spanish and English languages.

Group B Students who understand Spanish, but who are not literate in this language.

Group C Students who speak English only.

Group D Students who speak Spanish only.

These students will be scheduled in pairs of groups (see section 5.5) in the processes of providing the instructional program described in the chapter on educational objectives.

5.2 COUNSELING PROCEDURES:

The primary responsibility for the counseling of students participating in the Pomona Unified School District bilingual education program will rest upon the project teachers. Each teacher has one period each day set aside for the scheduling of individual student teacher conferences and counseling on matters of immediate concern. It is felt that by maintaining a close relationship between the students and the educational staff, needs may be quickly sensed and procedures developed to alleviate problem areas. Any student who is found to have further need for counseling will be referred to the project director/counselor.



page 11 11.13 ...

11.13 1-Program is one-way - only non-English Lother Tongue students (including N-EIT-English dominant). English Nother tongue students do not receive instruction in a second language

O-no English Nother tongue students 2-2 way - E.T learn the second language

11.14 The amount of instructional time in and through their second language for pupils who are native speakers of English is:

N.A. = not applicable, no English LiT students code: 0 = not specified

| | 11.14 Hin. per day of instruction through N-HIT | Total min. per day of any instruction | 11.15 Subjects taught in second lang. | 11.16 5 of time per day of instruction through N-HIT |
|----------------|---|---|--|--|
| PreK 1 | on out it | general de la mental de la mental El mental de la mental del la mental de la mental de la mental del | | Pre K |
| 2 3 4 | | | | 3 |
| 56789 | less than 40 less than He | 7 2.12 5 1 | Speech, R Parliamenta Procedure, Role- playing, Lulture Surveying | 7 Approx 15% 8 15% |
| 10 11 12 |) | 1 | 21.300.000 | 11 |

11.17 Hixed or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17

O-not specified 1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students

may use either. 5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-MIT pupils.

8-other (summarize)



| | day of any instruction | | lang. | S of time per day of instruction through N-ETT Pre K |
|---|---|--|------------------|---|
| through N-LIT | | | | through N-HAT |
| | | | | 1 |
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11.17 liked or separate language usage by teacher and/or aide in the classroom (mark all that apply)

11.17 <u>hS</u>

0-not specified

1-languages are never mixed by either the teacher, aide or the pupil in any one class period; only one language is used.

2-the second language is used exclusively by the teacher, aide and pupils during at least one portion of the school day.

3-the teacher uses one language exclusively within a class period; pupils are allowed to use either native or second language.

4-the teacher uses only one language; however, the aide or paraprofessional uses another during the same class period; students may use either.

5-the teacher reinforces any conversation initiated by the child through the use of whichever language the child has used at the time.

6-constant switching from one language to another by teacher during lesson.

7-the teacher uses English and the paraprofessional then translates the same material for N-EHT pupils.

3-other (summarize)

12.0 HETHODS OF SECOND LANGUAGE TEACHING

(lark all that apply; some projects may use a combination of methods)

12.0 1, 2a, 3 pg 6 E 170 pg 24 E 170

- 1-Audio-lingual habit skills or behavioral approach. Emphasis on communication. Includes contrastive analysis of sounds (units) in both languages by teacher and students, student repitition of tapes and/or fluent teachers' model sentence patterns until responses are automatic. Structural drills and dialogues are systematically presented. Includes direct association between object and word in second language in a sequence of patterns learned in complete sentences. Inductive-generalizations drawn from examples.
- 2-Transformational-cognitive approach Acquiring an understanding of the structural patterns or grammatical rules of a language.



5.5 MODULAR CLASSROOM PROCEDURES:

The modular schedule for classroom instruction for the divisions of the student populations to be treated in each of the participating schools has been constructed to provide special grouping of students in order to strengthen the effectiveness of the language instruction given.

-39-

The precise groups organized are described on the model in section 5.6 of this division of the project. It will be understood that the groupings of students presented allows for the combining of students with the ability to understand spoken Spanish with those students only orally capable in the Spanish language. Also, this combining of modular groups places students with bilingual capabilities with those students limited to English language facility only. In this manner, students with similar needs are placed together in instructional settings, permitting the formulation of teacher directed learning and supportive learning activities provided by classmates in the same learning environment.

12.0 Methods of Second Language Teaching

Continuation P.40 Formoria

13.3 IA

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language. (Through making speeches) pg 6 E'70

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

Grammar - Translation Nethod
Formal study of rules of grammer and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0 DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

13.3 Listening-speaking proficiency

AL-N* Language Skills Sequence (*Audiolingual Method: listening, speaking, reading and writing)

| 1 | | | | II | | |
|------------------|--------|---|-----|-------|----|--------|
| Non Eng do | om | | Eng | dor | n | • |
| s tuden t | 5 | | stı | ıden: | ts | |
| A in dom B | in | Á | in | dom | В | in |
| lang | second | | lar | ng | | second |
| _ | lang | | | | | lang |

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

| 13.1 Second language listening-speaking | 4 | | | 13.1 IB |
|---|------|-------------------|-------------------------|----------------|
| shills are learned: | • | | | IIB |
| 1-concurrently with dominant language listening-speaking skills | е | X | | X. |
| 2-after a specified level of competency achieved in listening-speaking | ng | | | |
| skills in dominant language 3-a specified period of time after | | | | |
| listening-speaking skills in domin language taught | E.NU | | | |
| | | - North age 4 | | a. daniela |
| A Commence of the Commence of | | | | 13.2 IA 2 |
| 13.2 ALM sequence followed: | | • | | IB 2 |
| 1-Listening-speaking proficiency precedes introduction of reading | | derego, sego, ell | demonstrating and pages | IIA 2 IIB 2 |
| 2-Reading is taught concurrently with listening-speaking skills | .X. | X . | · <u> </u> | . X . |
| 3-Learning to read overlaps learning of listening-speaking skills | | | | |
| 4-There is some overlap between | | * | Mark-Shir adult-g | gur guarante |
| learning to read and to write | | - | green and a second | gs Manuscon |

to negative, declarative to interrogative, active to passive. J-Grammar - Translation Nethod Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication. 13.0 DCMINANT AND SECOND LANGUAGE SKILLS SEQUENCE AL-M* Language Skills Sequence (*Audiolingual Nethod: listening, speaking, reading and writing) Non Eng dom Eng dom students students A in dom B in A in dom B in lang s**e**con**d** lang second lang lang 0 = not specified (Use not applicable (n.a.) if project has no Eng. dom. students) 13.1 Second language listening-speaking 13.1 IB skills are learned: 1-concurrently with dominant language listening-speaking skills X X. 2-after a specified level of competency achieved in listening-speaking skills in dominant language 3-a specified period of time after listening-speaking skills in dominant language taught 13.2 IA 13.2 ALM sequence followed: 1-Listening-speaking proficiency precedes introduction of reading 2-Reading is taught concurrently with listening-speaking skills 3-Learning to read overlaps learning of listening-speaking skills 4-There is some overlap between learning to read and to write 13.3 Listening-speaking proficiency 13.3 IA determined by: 1-measure of listening-speaking proficiency . X. 2-informal assessment by teacher 13.4 Second language reading skills 13.4. IB are learned: 1-concurrently with learning to read in dominant language 2-after a specified Level of dominant language reading competence



achievement

language

3-a specified period of time after

4-before learning to read in dominant

(e.g. a specific grade)

learning to read in dominant language

| | - | | age 13 |
|--|--|-----------------------|--------------------|
| | I Non Eng dom | II | |
| | students | Eng dom students | |
| | A B | A B | Manufe, 50 |
| | dom second | | ond |
| | lang l an g | lang lan | g |
| 13.5 Reading is introduced: | | | |
| A-individually, when child is ready | ستمريض والمنشدة | | 13.5 IA n q |
| or at a specific time during grade: K | haven in the sale haven the sale | manual at the same | IB |
| 1 | er-de des de desagni utilités | Section 1 (Section) | IIA |
| 2 - 3 | Control of the second of the s | Andrews Area (Area) | IIB V |
| 42 (*** | Branchy - Branch - F | | |
| 13.6 Reading readiness is determined by: | | | |
| 1-test of reading readiness 2-informal teacher assessment | - | | 13.6 IA hQ |
| Remidiat teacher assessment | Annihila Annihila | - | IB |
| | | - | IIA |
| | | | IIB |
| 13.7 Grade level reading is expected: | | | |
| 1-in first grade | - | | 13.7 IA hQ |
| 2-in second grade | Bendler and the state of the st | Participal how stress | IB |
| 3-in third grade 4-in fourth grade | Christian and the section of | Santa Cara | IIA |
| 5-in fifth grade | September 9 - September 1997 | - | IIB_V_ |
| 6-in sixth grade | Bridge age of building and as | Andrews Comment | |
| 7-other (specify) | Stration and the second | - | |
| 13.8 Grade level academic achievement (ma SECOND language is expected: 1-in the first grade 2-second grade 3-third grade | th, science, etc | .) in the | 13.8 IB h G |
| 4-fourth grade | | | |
| 5-fifth grade 6-sixth grade | | | |
| 7-other (specify) | | | • |
| 14.0 INTEGRATION OF SECOND LANGUAGE LEARN (mark all that apply) | ING WITH OTHER LE | CARNING: | 14.0 I |
| | I = N - E I | I=E | II |
| | dom | dom | |
| | students | students | |
| 1-Second language learning is only a searate subject for English-speaking stants; the second language is not us as a medium of instruction for other subjects. | F | t-ret-days | |
| 2-Second language learning in the | | | |
| 2-Second language learning is both a searate subject and also a medium of | p- | | |
| instruction for other subjects. | X | ¥ | |
| | -42 | | |
| 3-Second language learning is always in tegrated with the learning of course content (such as social attalian) | ' | | |
| content (such as social studies) or a | S | | • |

4-Academic content taught :

| 1-test of reading readiness | | | | | 13.6 IA NQ |
|---|--------------|--------|---|--------|--------------------------------------|
| 2-informal teacher assessment | | | * | | IB |
| | | | | | IIA |
| | | | | | IIB |
| 13.7 Grade level reading is expected: | | | • | | |
| 1-in first grade | | | | | 13.7 IA ha |
| 2-in second grade | | | - | | IB |
| 3-in third grade | | | transfer of the con- | | IIA |
| 4-in fourth grade | - | | | | IIB_V_ |
| 5-in fifth grade | | | house other | | |
| 6-in sixth grade 7-other (specify) | States about | | - | ****** | |
| , concretely, | * | - | | | |
| 13.8 Grade level academic achievement (mat | th, scie | ence, | etc.) in t | he | 13.8 IB h C |
| SECOND language is expected: | · | • | | | IIBTIC |
| 1-in the first grade | | | | | en i hadenn en en el alle e en el al |
| 2-second grade | | | | | |
| 3-third grade | | | | | |
| 4-fourth grade | | | | | |
| 5-fifth grade | | | | | • |
| 6-sixth grade | | | | | |
| 7-other (specify) | | | | | |
| 14.0 INTEGRATION OF SECOND LANGUAGE LEARNI | ING WTTF | i OTH | ED TEARNING | . • | 14.0 I 2 |
| (mark all that apply) | | . 0114 | 710 7117471747140 | • | TT 2 |
| 11-07 | I = | N-E | II = E | | |
| | do | m | dom | | |
| | st | udent | ts stud | ents | |
| 1-Second language learning is only a se arate subject for English-speaking st dents; the second language is not us as a medium of instruction for other subjects. | iu- | | | | |
| 2-Second language learning is both a se | | | | | |
| arate subject and also a medium of | μ | | | | |
| instruction for other subjects. | | , . | ~ | • | |
| and a do troit for o mor subjects. | . | 7 | | | |
| 3-Second language learning is always in tegrated with the learning of course content (such as social studies) or a | | | | • | |
| a medium of cognitive development. | .5 | | | | |
| a montage of coPut of to do to to butter of | ****** | | *************************************** | | |
| 4-Academic content taught in the native | I | | | | |
| language is used as the referential | | | | | · |
| content of second language learning | | | | | |
| (the same concept taught in the nativ | e | | | | • |
| language is taught in the second | | | | | |
| language). | | | 3. 3. . | | • |
| r n. 00 | | | | | |
| 5-Different academic content is taught | | • | | | |
| in the second language from that which | h | | | | |
| is taught in the native language. | | • | * | | · · |
| &-not specified | | • | | | |
| | , | | Proposition of | • | and the second |
| 6-other (specify) | : | | | | |

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|--------------|--|--|--|
| | 15.0 TREATMENT OF CHILD'S LANGUAGE: | 1 | 11 15.0 IA |
| | | Mon Eng. dom. | Eng. dom. IB A/C |
| | | students | students IIA |
| | I | A - in dom. B $2n$ | ************************************** |
| | | lang. lang | • Eng. lang. |
| | 1-The child's language is respected. | • | |
| | It is not corrected, rather, all. | 71. | |
| | of the child's speech is accepted. | | • |
| • | However, the teacher provides a | t [*] | |
| | model of the standard language | | |
| | aiming toward child's eventual | · | |
| | control of the standard form. | Self-Self-Line | and response to the state of th |
| | 2-The child's language is corrected- | | |
| | the teacher points out errors and | | |
| | demonstrates the standard form. | | |
| | | | |
| | 3-Other (specify) | Ser-Minuritarity garagements and | Gundhaudhiad girisgirinki G |
| • | O W 4 | | • |
| | 0-Not specified | - | der stätenglichen stand und der stäten der s |
| • | 16.0 MATERIALS | | |
| | 16.1 Reading Materials-Types Reading Materials are: (mark all tha 1-Linguistically based (Merrill or Miami Linguistic readers, ITA, etc.) 16.1 | it apply) | II. |
| | 2-Basal readers / | | Brains a director optical |
| · · | | , | |
|) <u>く</u> ひ | E'203-Dialect readers | | |
| | 4-Experience charts (stories | | |
| | dictated by children) | X X | <u>X</u> X |
| | Children help make up | material | for role playing |
| | | | praying |
| | the child's dialect, indicate how | | • |
| | long it is used: | TA 100 | |
| | 1-Grade 1 16.2 2-Grade 2 | IA_ <u>n</u> a | IIA |
| | 3-Grade 3 | ** | |
| | 4-Beyond Grade 3 | | |
| | 0-not specified | • | |
| | (| (Please indicate | |
|) | 16.3 The following are techniques and ma | | |
| \mathbf{C} | 0-none specified | ********* | Madellabilia |
| | 1-pattern drills | and the second s | |

2-dialog memorization

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| | 2 – Th | e child | 's languag | e is corr | ected- | | | | | |
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| • | 16.0 MAI | ERIALS | | | | | | | | |
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| • | 16.1 Rea | ding Ma | terials-Ty | pes | | | | | | • |
| | | | erials are | | all that | apply) | | | | |
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| | , I | eaders, | ITA, etc. | .) | 10.1 1 | A US | | J. J. A. A. | 11D | |
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| | 2 - Ba | isal read | ders | | | | | - | | |
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| | the | e child' | s dialect, | , indicat | e how | • | | | | |
| | lor | ng it is | used: | • | | | | | | |
| | 1-G: | rade 1 | | | 16.2 I | A <u>n</u> a | | IIA | | |
| | 2-G: | rade 2 | • | | | | | | | |
| | | rade 3 | | | | | | | | |
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| | 16.3 The | e rottom | ing are to | echniques | and may | rertats | used 101 | second. | Tangaage | learning: |
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| | 18-4 | activity | centers- | chosen by | child | | Transcript La | • | | - |
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|--|--|--|-----------------------|--|--------------|
| (mar :/ c | rces of Non-English ma all that apply) specified | terials and | textbooks are | e: | 16.4 |
| 1-are w 2-comme N-E i | ritten by native speak ially prepared and post the native language | ublished in o | countries who | | |
| 5-devel 6-devel 7-are c | oped by the project's oped by the staff of an oped in conjenction with members ulturally appropriate in | nother biling th project pa s of N-EMT co for N-E cultu | nual project rents | | |
| 8-are c 9-comme | ify how this is determined to the control of the co | ıblished in t | he U.S. | • | ٠. |
| 11-are curr | translations of U.S. te coordinated with materi iculum r (specify) | exts | | subject | |
| 16.5 The spectrum componer 0-not spectrum | cific bilingual/bicultu | | | | 16.5 |
| 17.0 STUDENT | GROUPING | | SPPS 317 | epage | |
| 17.1 Student groups: 0-not sp | grouping; mixed or sep (mark all that apply) | arated into d | lominant lang | guage 1 | 7.1 |
| <u>Pupils c</u> 1-always | f both linguistic grow mixed for all learning for language learning | os are: | | . • | • |
| 3-mixed 4-mixed | for some academic subjetor non-academic learn | ing art mus | ic, gym, hea | lth | • |
| 6-separa | ted for native and secont language groups ted for most academic s | | | | |
| 7-never | nixed for language or c (specify) | ' | | | |
| 17.2 Students (mark al | Tstudents) are grouped for langual that apply) | ge instructi -more than ½ | | D 1 1 | 7.2 2,3 |
| 0-not specific property of the specific proper | ecified class groups (specify size) | | orte crille | B Less than | the time |
| (3) individ | lual instruction | | | No. Photograph Addition and production and | |
| 0-not spe | for grouping: cified IN | | idents Eng dom I | Il Eng dom | |
| 1-by age | | · | 1.W11 | NEIT | |

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| | (specify how this is determined) | |
|----------|--|------------------------|
| | 8-are cross cultural 9-commercially prepared and published in the U.S. | |
| | 10-are translations of U.S. texts | • |
| | 11-are coordinated with materials used in the regular subject | |
| | curriculum | |
| | 12-other (specify) | |
| 16.5 | The specific bilingual/bicultural materials used in the language | 16.5 |
| | component are: | |
| | 0-not specified | |
| | 1-xerox attached-page and document See opposite page | |
| 17.0 | STUDENT GROUPING | • |
| 477 4 | | · 1 |
| 17.1 | Student grouping; mixed or separated into dominant language groups: (mark all that apply) | 17.1 |
| | O-not specified | |
| | Pupils of both linguistic groups are: | • |
| | 1-always mixed for all learning 2-mixed for language learning | |
| •, | 3-mixed for some academic subject learning | |
| | 4-mixed for non-academic learning; art, music, gym, health | • |
| | 5-separated for native and second language learning into | |
| | dominant language groups 6-separated for most academic subject learning into dominant | |
| | language groups | , |
| | 7-never mixed for language or other academic learning | |
| n | 8-other (specify) .a (no III students) | |
| | Students are grouped for language instruction: | 17.2 2 3 |
| | (mark all that apply) A-more than the time B Less that | $\frac{1}{2}$ the time |
| . | 0-not specified 1-total class | |
| * | 2) small groups (specify size) | · |
| (| 3) individual instruction | |
| 17 3 | Criteria for grouping: Students | |
| | Criteria for grouping: Students O-not specified I Non Eng II Eng dom II Eng dom | |
| | dom ENT NEMT | • |
| | 1-by age 2-by native language | • |
| | 3) by dominant language | |
| | 4 by language proficiency | |
| | (ex. level of reading skill) | |
| | n.a. not applicable (no E.dom/NEMT) | |
| | the date of the da | |
| 18.0 | TUTORING | |
| #8.1 | Student Tutoring is: (mark all that apply) | 18.1 IVS |
| | no-not mentioned | 10.1 142 |
| | 0-type is not specified | |
| | 1-inter-ethnic (N-EMT student tutors EMT students) 2-intra-ethnic (N-EMT student tutors N-EMT) | 0 |
| | 3-done by older children (cross age) | |
| | 4-done by peers (same age) | |
| | 5-other (specify) | |
| 18.2 | Paraprofessionals or aides give tutoring or instruction as follows | |
| • | U-area not specified | 18.2 2,3,4 pg 54C |
| | 1-inter-ethnic (N-EHT aide tutors EHT student) | |
| | 2-in the acqusition of native language shills 3-in the acqusition of second language shills | |
| 1-670 | 4-in other academic subjects | |
| | 'Children to inite made and alored' | ogether in |
| | or Grouping instructional settings permitting the form | noulation of |

16.5- Specific Materials: pg 2HE'70

1- World Classics in Spanish and English 15a

2. Comic magazine-type Stories

3. Ethniz study books by Tulian Nava

and Rudolph Acuña, in English.

4- Aprendamos Inglés and English Step by Step

Caudio-lingual materials)

pg25C'70 5- La Raza - history of Mexico

PASEINU.

3.6.4 DRAMA - ROLE PLAYING

The overall program is composed of a series of roles to play with basic standards to follow.

Drama in the form of skits, plays, puppetry and marionettes are performed by the students for their peers, adults and for the elementary students which feed into their junior high school.

The materials or dialogue in most instances were taken from booklets and magazines and varied to meet the students needs or standards. Some were written by the students themselves. The youngsters assisted in making their own sets, costumes, and pupper stages.

The intended results in dramatic presentations are self-awareness, experience in similated leadership situations, learning and memorization of dialogue, developing confidence and self-worth.

3.6.5 ETHNIC STUDY

One of the most neglected areas in the study of United States
history and social studies is the development and contributions of the
Mexican American in the United States. Our efforts was to bring about the
recognition and worth of the American of Mexican descent and of other
diverse groups which make up our nation.

La Raza, an audio-visual history of the Mexican American served as the bases of materials for this study. This kit is composed of filmstrips

page 16

18.3_h5

18.3 Parent tutoring: (mark all that apply)

no-not mentioned

0-type not specified

1-inter-ethnic parent tutoring is used

2-intra-ethnic parent tutoring is used

Parents are trained to become tutors for their children:

3-in the home by a home-visiting teacher

4-in an adult education component

5-in school through observation and guidance of teacher

6-as parent volunteers who tutor during the school day

7-materials are provided for use in home by parents

8-other (specify)

19.0 CURRICULUM PATTERMS

19.0 3

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-MT instruction the curriculum is otherwise typical or regular, for this state.

There are other modifications whithin the curriculum of the

There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are

grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7 guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:

0-method not mentioned 20.1_ 1-structured envirionment rich with materials child can manipulate

order, compare, match for perceptual-motor development 2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation,

counting, addition, subtraction 3-labeling and discussion of concepts related to time, space, distance,

position
4-labeling and grouping actual objects to learn classification;

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7-materials are provided for use in home by parents 8-other (specify)

19.0 CURRICULUM PATTERNS

19.0

The stated curriculum pattern of the bilingual project: 1-Except for inclusion of N-EMT instruction the curriculum is otherwise typical or regular, for this state. There are other modifications whithin the curriculum of the bilingual program which differ from traditional, typical curriculum such as: (mark all that apply)

2-a non-graded classroom: pupils of different ages are grouped together during part of the school day

3-flexible or modular scheduling

4-small group instruction

5-individualized learning

6-open classroom

7-guided discovery and inquiry

8-a curriculum which is both child and subject-centered

9-others (specify)

10-if the program includes activities which complement experiences children encounter in the home, community and through mass media i.e. TV, describe below-

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through: O-method not mentioned 20.1

1-structured envirionment Tich with materials child can manipulate order, compare, match for perceptual-motor development

2-non-verbal materials, such as Montessori materials from which children can learn sensory discrimination, matching, seriation, counting, addition, subtraction

3-labeling and discussion of concepts related to time, space, distance,

position

4-labeling and grouping actual objects to learn classification; grouping objects with common attributes and labeling their attributes (i.e. colors, sizes)

5-direct experience of processes of science through discovery, using materials rather than text; active experimentation by child with teacher's

guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction

7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above) 0-method not mentioned 1-specify or xerox p, no. and document

n.a.-no grade 4 or later grades

30.5_NS



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Marshall Junior High

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| Bilingual, | English & Spanish |
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-Seaks English only

Mexican-American to Anglo Ratio (Example: 5/0)

0 - Speaks Spanish only

21.0 SELF-ESTEEM

21.0_1,7__

Stated methods of project compenent expected to increase self-esteem: no-self-esteem not mentioned as an objective

0-self-esteem is an objective but methods not specified

Teacher encourages pupil to versally express his feelings:

12through role-playing

2-puppetry

3-language-experience approach: students directe stories from their own experience

4-teacher accepts, aclmowledges ideas and feelings

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not immake fun of "different" ways

Teacher provides experiences leading to competency and

success e.g. running for office in school

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page in political affairs,"will active participation in leadership roles in student, so chall and political affairs,"will reacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest centers

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual mewspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES

22.0____

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic group:
(specify or xerox)

Document and Page no.
Example: Navajo children resist participation in an authoritarian, traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle or horseshoe rather than sit in rows, has been found more effective.

O-none mentioned

5-teacher encourages non-verbal expression of child's feelings through painting, music, dancing

6-teacher provides experiences in which the various ways that children act are accepted by the teacher; their actions are discussed and the children are encouraged not to make fun of "different" ways

Oteacher provides experiences leading to competency and success 2.9. running for office in school

8-teacher provides experiences where occasional failure is acknowledged as part of everyone's experience; second attempts are encouraged

9-other (specify) (xerox or summarize) document page # Active participation in leadership roles in student, so claim and political affairs, will Teacher provides experiences in pupil self-direction and acceptance of responsibility, such as:

10-pupils act as tutors for other pupils

11-puils have some options in choice of curriculum

12-pupils choose activities from a variety of interest cent

13-older puils participate in curriculum planning and/or development

14-pupils write a bilingual newspaper for dissemination to the community

15-other (specify)

22.0 LEARNING STRATEGIES

1-The project mentions the following specific learning strategies as important for reaching a particular ethno-linguistic groups:

(specify or xerox)

Example: Navajo children resist participation in an authoritariant traditional classroom. An open classroom where teacher participates rather than directs all activities and students or groups of students initiate activites, move about freely or sit in a circle of horseshoe rather than sit in rows, has been found more effectives.

O-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is:

1-bilingual alone

2-bilingual and bicultural

3-bilingual and multicultural

O-not specified as to which of the above

4-an ethnic studies program is included in the bilingual program 5-art, posters, realia, crafts of both cultures are exhibited in

23.1

the classroom

6-language and cultural content are integrated

7-other (specify)



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ζ.

| 3.2.8 | To enhan | ce self-image through involvement in selec |
|-------|----------|--|
| • . | red scho | OL and community activities |
| | 3.2.8.1 | The teacher will find at least one extra |
| ٠ | | situation for each student to present a speech |
| | 3.2.8.2 | 50% of the students will be used as resem |

3.2.8.2 50% of the students will be used as resource persons for information on Mexican culture in the Pomona Unified School District

3.2.8.3 A resource list will be given to community agencies with the names of the students available for 3-10 minute speeches in Spanish and English

3.2.8.4 At least 3 field trips will be provided to places of cultural interest for 100% of the students

3.2.8.5 Students will be used to help incoming bilingual students from elementary school in their transition to Junior High School

3.2.9 To provide an extensive evaluation for the anticipated five year span of the project
3.2.9.1 At least 25% of the students enrolled in the program will have run for a student government office by 1975

3.2.9.2 At least 10% of the students in the program will have participated in a dramatic production by 1975 page 18

23.2 Cross-cultural awareness:

If project mentions specific values or modes of behavior of N-HT culture, please surmarize below: (or attach xerox) found in document

O-not mentioned

page 18

23.2

23.3 1-if project mentions efforts to decrease ethnocentrism in
either or both groups, describe below: (or xerox-document page/#) pg 58 E 170
0-none mentioned
Mixing of Anglo and Black students done to

Mixing of Anglo and Black students done to bring about better understanding between different cultures.

23.4 In the bicultural compenent knowledge of the N-EMT culture involves (mark all that apply)

23.4 1,2

0-no bicultural component mentioned

1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or political movements

2- Historical-cultural heritage of the past--contributions to art and science

3-'Deep' culture: family patterns and contemporary way of life. 4-Itemization of surface aspects of a country-geography, dates of holidays etc.

5-A specific culture only e.g. one Indian tribe

6-Various cultures of same ethnic/linguistic group (i.e. Spanish-speaking peoples)

7-A third culture different from NEW or EMT

8-Other (specify)

23.5 American culture is defined:

0-not specified

1-narrowly: primarily Anglo-Saxon orientation

2-broadly: ethnic pluralism of America--multicultural contributions of various ethnic groups discussed

3-other (indicate document and page number for xerox) or elaborate in your own words

23.5 2

if project mentions efforts to decrease ethnocentrism in 23.3 1 either or both groups, describe below: (or xerox-document page/#) pg 58 E 170 23.3 1-if project mentions efforts to decrease ethnocentrism in O-none mentioned Mixing of Anglo and Black students done to bring about better understanding between different cultures. 23.4 In the bicultural compenent knowledge of the N-HiT culture involves (mark all that apply) 0-no bicultural component mentioned 1-Humanistic aspects of culture: ideals and values, literature (oral or written), achievement of particular people or politcal 2- Historical-cultural heritage of the past--contributions to art and science 3-'Deep' culture: family patterns and contemporary way of life. 4-Itemization of surface aspects of a country--geography, dates of holidays etc. 5-A specific culture only e.g. one Indian tribe 6-Various cultures of same ethnic/linguistic group (i.e. Spanishspeaking peoples) 7-A third culture different from NET or EMT 8-Other (specify) 23.5 American culture is defined: 0-not specified 1-narrowly: primar is Anglo-Saxon orientation 2-broadly: ethnic pluralism of America -- multicultural contributions of various ethnic groups discussed 3-other(indicate document and page number for xerox) or elaborate in your own words 24.0 COLLUNITY COMPONENT 24.1__NS 0-group not specified 1-project children

24.1 Bilingual libraries are provided for: 2-adults of the project community 3-teachers no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 0-group not specified 1-project children 2-adults of the project community 3-teachers no-ethnic studies library not mentioned

24.2 NS



Page 19

24.3 3,6,9,11,16,22 24.3 Provision is made by the school for informing the parents and community about the program through: (Mark all that apply) O-method not specified no-no provision for informing community 1 bilingual newsletter 2. monolingual newsletter 3) ews sent to mass media. 4-if articles included with project, check 4 Oformal meetings - parent education meeting 5 p59 C'70 7-informal meetings open to entire community 8-meetings conducted in both languages Chome visits 10-other (specify) project director personally involved in program dissemination specify how working with Bilingual leadership Program Advisory Committee members of the committee will present in formation about project to groups and persons in the Emmunity letters to congressmen information brochures 24.4 Community involvement in the formulation of school policies and programs is sought through: O-type not specified no-not sought Q-existing community groups working with program 2-bilingual questionnaires 3-community-school staff committees 2-community-school stall community school personnel and agencies,
5-formal meetins open to the entire community service clubs, businesses 5-formal meetins open to the entire community service clubs and lay citizens. 6-informal meetings with community groups 7-other (specify) see kerot 19 a - ol 8-project director personally seeks involvement of community in program. specify how

24.5 The school keeps informed about community interests, events and problems through:
 no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both languages
 2-community representatives to the school
 3-bilingual questionnaire sent to the home
 4-home visits by school personnel
 5-other (specify)

ERIC

24.6 h S

O-method not specified

meetings conducted in both languages home visits <u>10-</u>other (specify) project director personally involved in program dissemination. specify how: Working with Bilingual leadership Program
Advisory Committee members of the committee will present
information about project to groups and persons in the
Committees to congressmen
(B) sending letters to congressmen
(B) information brochures 24.4 Community involvement in the formulation of school policies and programs is sought through: 24.4 0-type not specified 603 no-not sought — existing community groups working with program C'10 2-bilingual questionnaires 3-community-school staff committees (2)-community advisory groups - parents, school personnel and agencies, 5-formal meetins open to the entire community service clubs businesses 6-informal meetings with community groups and lay citizens, 7-other (specify) 8-project director personally seeks involvement of community See xecof 19 a in program. specify how 24.5 The school keeps informed about community interests, events and problems through: no-no mention of school seeking to be informed about community 1-meetings open to the entire community conducted in both 2-community representatives to the school 3-bilingual questionnaire sent to the home 4-home visits by school personnel 5-other (specify) 0-method not specified 24.6 The school is open to the community through: 24.5 h S 0-not mentioned no-school is not open to community for community use 1-opening school facilities to the community at large for use after school hours and on weekends 2-providing adult education courses 3-other (specify) 25.0 IMPACT EVALUATION 25.1 Project mentions description or dissemination of the bilingual Program through: ρ65 2-radio programs 70 3-TV programs 4-Video-tapes -5-films (6) visitors to observe the program "staff members in all of the schools within the district shall have opportunities to discuss the project with staff and view videotape recordings of the program in operation."

r-informat meetings open to entire community

Group Testing & Research

POMONA UNIFIED SCHOOL DISTRICT

TITLE VII COMMUNITY RELATIONS AIDE QUESTIONNAIRE

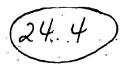
This information is required for our State and Federal Government year end evaluation report. It will also help us in planing next year's program.

Please circle your response. The Program Director will answer the following five questions.

| • | | Doesn't Apply | | Not Good_ | | Very Good |
|----|--|------------------|-----|--------------|---|--------------|
| 1. | Do they have a general knowledge of the school district's operation? | . 0 | 1 | 2 | 3 | 4 |
| 2. | How is their ability to communicate school policy to parents? | . 0 | . 1 | 2 | 3 | 4 |
| 3. | How is their ability to interpret community needs? | • 0 | 1 | 2 | 3 | 4 |
| 4. | How is their ability to organize and conduct community meetings? | . 0 | 1 | 2 | 3 | 4 |
| 5. | Are they literate in both Spanish and English? | . 0 | 1 | . 2· | 3 | 4 . |

The Community Relations Aide will answer the following eight questions.

| | | Doesn't Apply | 1 | ot ood | | Very Good |
|----|---|------------------|---|-----------|----|--------------|
| 1. | Have you assisted the school in the recognition and understanding of pupil's backgrounds through direct contact with parents? | 0 | 1 | 2 | 3 | 4 |
| 2. | Have you established parents advisory committees? | 0 | 1 | 2 | 3 | 4 5 |
| 3. | Have you helped parents understand school standards, pupil conduct, attendance, and achievement? | 0 | 1 | 2 | 3 | 4 |
| 4. | Have you helped the school understand parental attitude toward school personnel and problems? | es , 0 | 1 | 2 | 3 | 4 |
| 5. | Have you helped identify areas of community concern? | 0 | 1 | 2 | 3 | 4 |
| 6. | Can you properly interpret and record data on project forms? | . 0 | 1 | 2 | 3 | 4 |
| 7. | Have you attended and participated in in-service train | ing? 0 | 1 | 2 | 3. | 4 |
| 8. | What other duties and tasks have you performed? | • | ı | | •. | |



9.0 COMMUNITY INVOLVEMENT AND ADVISORY COMMITTEE FUNCTIONS

The Pomona Unified School District, recognizing the need for a close home-school relationship, has delineated a comprehensive program of parental and community involvement. For this program to be successful, it must have relevance for and be responsive to the socio-educational needs of the community. It is vital, therefore, not only to involve children, but to bring family members, lay citizens, and community service organizations and agencies into the classroom. Based upon the first year of project operations, it is deemed critical that these groups be actively involved in the educational environment of the bilingual program.

9.1 Parent Involvement:

Parents and other family members of children participating in the bilingual program shall be involved in a series of regularly scheduled parent-education meetings. The purpose of these meetings is to articulate project objectives and program activities and to elicit suggestions concerning student bilingual education needs, home-school interfacings, and active parental support requirements.

Parents also will be involved in the actual !carning environment as resource persons to share their knowledges and expertise with the students, and 'o serve as identification models for student self-image.

Further, two part-time Community Relation Aides will provide a close homeschool link to all parents having children in the bilingual program. This added dimension will greatly aid project staff in obtaining the involvement and support essential to program success, and will serve an important function in establishing district responsiveness to community educational needs.



Continuation

9.2 Community Involvement:

A comprehensive informational program of the Pomona plan for bilingual education will be initiated to members of the community. Lay citizens and local agencies and service organizations having specific interest in the bilingual/bicultural character of the community will be encouraged to participate as concerned individuals/groups, members of the Advisory Committee, or as program resource persons. The on-going vehicles of dissemination will be school-community meetings, home visitations, information brochures, and planned visitations to project activities. The direct methods for community involvement in the bilingual program will include at least the following:

- .! Four orientation meetings will be held to describe project intent in terms of student growth and development, and to determine strategies whereby local citizens and agencies can enrich the education of those students enrolled in the bilingual program.
- .2 Lists of persons and agencies wishing to participate in the bilingual program will be made. Specific determinations also will be made regarding the type of involvement desired, i.e., field excursions, classroom presentations, Advisory Committee, presentations of program tenets to community groups, etc.
- .3 Formal invitations will be extended to members of local community agencies to make on-site visitations and/or classroom presentations.
- .4 Project staff will make planned presentations to interested community organizations concerning both general and specific aspects of the program and elicit their support and direct involvement.

9.3 Advisory Committee Functions:

An Advisory Committee, representative of parents, school personnel, agencies and service clubs, businesses, and lay citizens, will be established to provide on-going assessment and direction to the bilingual program. This body will meet on a regularly scheduled basis, and will participate in the



following activities:

- .1 Four Advisory Committee meetings during the proposed academic year.
- .2 One classroom visit by each member of the Advisory Committee.
- .3 Fill out questionnaires/awareness inventories relative to program activities, with recommendations for program improvement.

The Advisory Committee will consist of at least 15 members representative of the above groups in the Pomona community. Approximately 50 percent of this group will come from parents of participating children, proportionally balanced according to classroom ethnic distribution. In addition, representation from project staff and district administrative personnel shall serve as ex oficionembers to the Advisory Committee.

| 25. | 2 Project's impact: 1-Project mentions that other classes in the school, but not in the program have picked up methods or material from the bilingual program 2-Project mentions other schools in the local educational syste have started bilingual programs 3-Project mentions that a University has instituted teacher training courses in bilingual education to meet staff development needs | 25.2 <u>h</u> 5 |
|-----|--|--------------------------|
| 26. | O ROLE OF EVALUATOR | |
| р48 | 1 Evaluator has field tested, on a group of children who are of the same language, culture and grade levels as the children in the bilingual program: O-not mentioned 1-published measures 2-staff developed measures 3-staff translations of published measures 4-staff adaptations of published measures | 26.1 |
| 26. | 2 Evaluator has personally observed students in the program: 0-not mentioned no-never 1-once or twice during the year 2-more than twice 3-regularly _ Int. Eval. pH5 C'70 4-other (specify) | 26.2_3 |
| 26. | 3 Evaluator has met with teachers: O-not mentioned no-never 1-once or twice during year 2-more than twice 3-regularly 4-other (specify) | 26.3 <u>3</u> |
| 27. | O EVALUATION PROCEDURE | |
| 27. | 1 O-not specified 1-A comparison group has been chosen 2-A comparison group will be chosen | 27.1 |
| 27. | O-not specified (mark all that apply) O-Pre-tests have been given to project group or sample - "will be "" Post-tests have been given to project group or sample - "will be "" Pre-tests have been given to comparison group - "will be "" Post-tests have been given to comparison group will be "" will be "" "" "" "" "" "" "" "" "" "" | 27.2 1,3,5,7 p48 E170 |
| | | |

